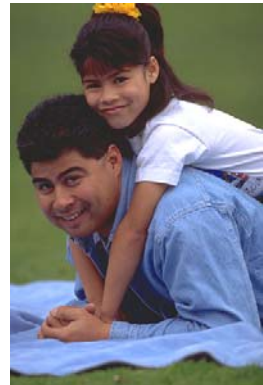


CHOW

Community Homemade Options for Wellness



***Activities and resources
that build healthy eating and active lifestyles.***



Acknowledgements

*A project of this scope takes the dedication of
many, many people that willingly give of their time and energy.
Thank you for all you do!*

The BFNEP Parent Focus Group
Families throughout Washington State.

The BFNEP Professional Advisory Group
Staff from ECEAP sites around Washington State.

State of Washington
Department of Early Learning, State ECEAP Office Staff
Department of Health Staff

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These materials were developed through federal funds from the USDA Basic Food Program and the state of Washington's Department of Early Learning. The Basic Food Nutrition and Education Plan (BFNEP) for Washington State can help qualifying families secure nutrition assistance and education.

For more information, call: 1-877-980-9220 or on-line at: <http://www1.dshs.wa.gov/>

Estos materiales fueron preparados con fondos federales de USDA Basic Food Program y del Department of Early Learning del estado de Washington. El plan "Basic Food Nutrition and Education Plan" (BFNEP) del estado de Washington puede ayudar a las familias que califican a recibir educación y asistencia para la nutrición.

Para más información, llame al: 1-877-980-9220 o en línea a: <http://www1.dshs.wa.gov/>

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Key Messages



5-A-Day



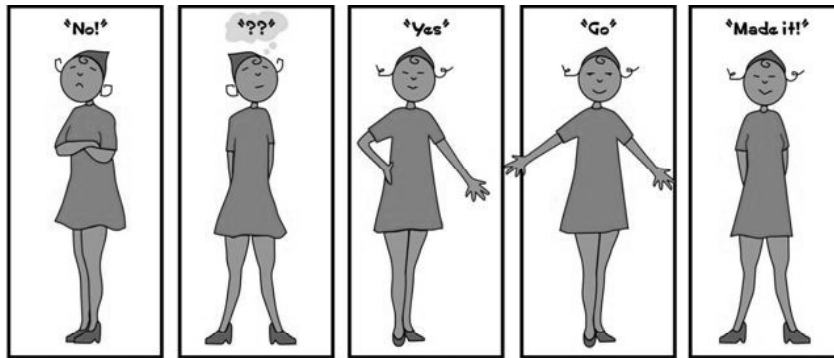
Daily Physical
Activity

CHOW Philosophy

CHOW encourages adults to explore healthy eating and physical activity in the context of community building and empowerment. Parents and caregivers have fun as they learn about project management, teamwork, colorful fruits and vegetables, making healthy food choices, and setting personal and family goals for healthy habits.

CHOW provides a concrete project for community parent and caregiver teams to design. Your job as the “staff guide-by-the-side” starts with respectful relationships with families. Focus on their strengths, and feel free to adapt the CHOW project and activities to your particular group.

With topics as personal as how and what we eat or how we get physical activity, it is especially important to accept families where they are right now. CHOW can help parents and caregivers identify their healthy habits and explore ways to build on them. Behavioral change takes time and energy, so be patient.



As parents and caregivers develop their project, help and encourage them to share what they have learned with other community members. Peer education is a powerful tool, and is integral to the CHOW project.

Remember that “telling isn’t teaching.” How you work with the CHOW team sets the stage for how they work with others. Instead of long lectures:

- 1) Offer snippets of information for consideration.
- 2) Support conversation during team meetings so parents and caregivers can share information.
- 3) Model healthy eating and physical activity.
- 4) Provide an unhurried environment with enough time for all voices to be heard.

CHOW

Community Homemade Options for Wellness

An empowerment project that to develops skills in nutrition, health, leadership, peer education, and community building.

The CHOW Project

- Focuses on parent leadership, involving a team of 6-8 parents or caregivers working within their community.
- Builds knowledge and skills in nutrition and health, family literacy, and community outreach.
- Offers staff a guide to support family nutrition and health skills using a strengths-based model.

Programs Need

- Staff interested in mentoring parents through the development and distribution of the project.
- Parents interested in connecting with other parents to strengthen healthy eating in their community.
- A meeting place for parents with access to computer and other office equipment.
- Program support for reaching out to Basic Food eligible families with nutrition education opportunities through BFNEP.

The Result?

- Increased knowledge of healthy meal planning and nutrition for families.
- Families communicate important messages about nutrition and health to peers.
- Locally designed CHOW projects distributed to families in your program.

CHOW: The Background

Within comprehensive early childhood programs such as the Early Childhood Education and Assistance Program (ECEAP) or Head Start, parents and caregivers of enrolled children can take part in program governance, program design, and training and education opportunities. The CHOW Project is a parent empowerment project that builds on these program characteristics.

Teams of parents and caregivers plan and design the project, such as a cookbook, and share the project in the broader community. Team members explore health messages, learn side by side with other parents, and mentor other families about nutrition and health.

The CHOW project, partially funded by the USDA, is part of a larger statewide effort to encourage all families to:

- ❖ Make healthy food choices.
- ❖ Choose active lifestyles.
- ❖ Build positive health practices.

The CHOW project focuses on families that receive (or are eligible to receive) the Basic Food Program (formerly the Food Stamp Program). Basic Food eligible families have gross incomes at or below 185% of the federal poverty level.

CHOW: Many Different Ideas That Work Together

Families as Community Resources

The CHOW project builds on research that suggests families make changes based on their experiences and personal investment. Using **family support principles**, CHOW recognizes families as resources to their communities. Parents and caregivers work as a team to plan, develop, and share a community project. Staff serve as guides-by-the-side, facilitating the CHOW team in:

- Developing nutrition and physical activity messages.
- Designing the CHOW project.
- Offering peer education to other families in their community.

Healthy Communities Supporting Healthy Families

CHOW also uses **social support** as a method for building healthy behaviors among families. Research shows that families who receive support from others are more likely to make behavior changes or maintain new healthy behaviors. CHOW teams work together and support each other, as well as encourage a broader group of their peers in building healthy lifestyles.

Healthy Families Guiding Other Families

The CHOW project includes a **peer health education approach**. Team members engage other parents and caregivers in their community in developing the project. CHOW teams develop messages about nutrition and health using their experience and first hand knowledge of their families. CHOW teams share these messages through local activities they decide most benefit their peers in their local community. Peer education activities might include:

- newsletters or stories about healthy families
- bulletin board displays
- one-on-one contact with parents
- food demonstration sessions
- community events (health fairs, program presentations)

The emphasis is on **parents sharing with other parents** by offering fun, creative ideas that encourage families to eat healthy and be physically active.

CHOW: Project Structure

Parents and caregivers, with trained staff, work together to design the CHOW project. Materials provided in this training manual include suggestions for steps in outreach, planning, development, and distribution of the CHOW project. Peer education is also looked at in detail. Each stage describes some specific activities or resources to use in guiding and supporting CHOW teams.

Stage 1: Outreach

Stage 2: Teaming and Planning

Stage 3: Cookbook Building

Stage 4: Community Sharing

CHOW: Project Requirements

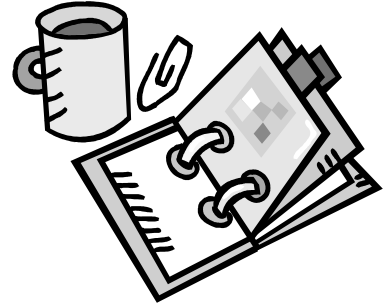
- ❑ One or two staff willing to guide the CHOW team through the project.
- ❑ Parents and caregivers for the CHOW team to develop, produce, and share the project.
- ❑ Keep the project focused on the Key Messages:
 - 5 A Day
 - Daily Physical Activity
- ❑ Focus outreach and project sharing on Basic Food Program participants, applicants, and other low-income people.
- ❑ The project must not supplant existing nutrition education programs.
- ❑ The project may enhance or supplement other nutrition education efforts.
- ❑ The project cannot be sold for profit.
- ❑ All materials developed must include the following statement:

These materials were developed with federal funds from the USDA Basic Food Program and the state of Washington's Department of Early Learning. The Basic Food Nutrition and Education Program (BFNEP) for Washington State can help qualifying families secure nutrition assistance and education. For more information, go on-line to: https://fortress.wa.gov/dshs/f2ws03esaapps/onlineapp/introduction_1.asp or call 1-877-980-9220.
- ❑ The project may not disparage any specific food, beverage or commodity. No put downs!
- ❑ See CHOW Reporting Requirements for information on how to report on your program activities (see page 34). Talk to your Director and Fiscal Staff for specific questions about the financial reporting for this project.

CHOW: Project Planning

The CHOW team decides what kind of project they want to make. Projects might include:

- Community Cookbooks
- Calendars
- Scrapbooks
- Video or CD cookbooks
- 3X5 cards with recipes, health messages, and physical activity tips
- Posters



Projects range from very simple and homemade to professional publications. All projects have a couple of things in common:

1. Focusing on the Key Messages of eating five or more fruits and vegetables each day, and getting daily physical activity.
2. Keeping the messages family-friendly.

Projects of this sort have many steps to them. A simplified action plan can help break down the tasks into manageable pieces, and keep team members on task. A sample project planning tool can be found on page 28. Also, CHOW parent logs help team members in the reflecting and planning process. They can be downloaded here: http://www.del.wa.gov/eceap/food_nutrition.shtml

CHOW: A Suggested Timeline

Project Stage	Key Activities	Time Frame
Stage 1: Outreach	Recruit CHOW team members, and make program arrangements.	Fall 2006
Stage 2: Teaming and Planning	Develop team agreements, review health and nutrition materials, choose key messages, and plan the project.	Fall/Early Winter 2006
Stage 3: Cookbook Building	Gather recipes and ideas from parents/caregivers, arrange layout and design, plan for printing/production and distribution.	Winter 2007 Spring 2007
Stage 4: Share in the Community	Distribute project and offer peer education activities. Evaluate and report efforts.	Spring 2007

Stage 1: Outreach

Let folks in your program know about the CHOW project, identify parents and caregivers who want to participate on a CHOW team, and make the arrangements necessary to support the work of the CHOW team.

Suggested Timeline: Fall 2006

Staff Activities

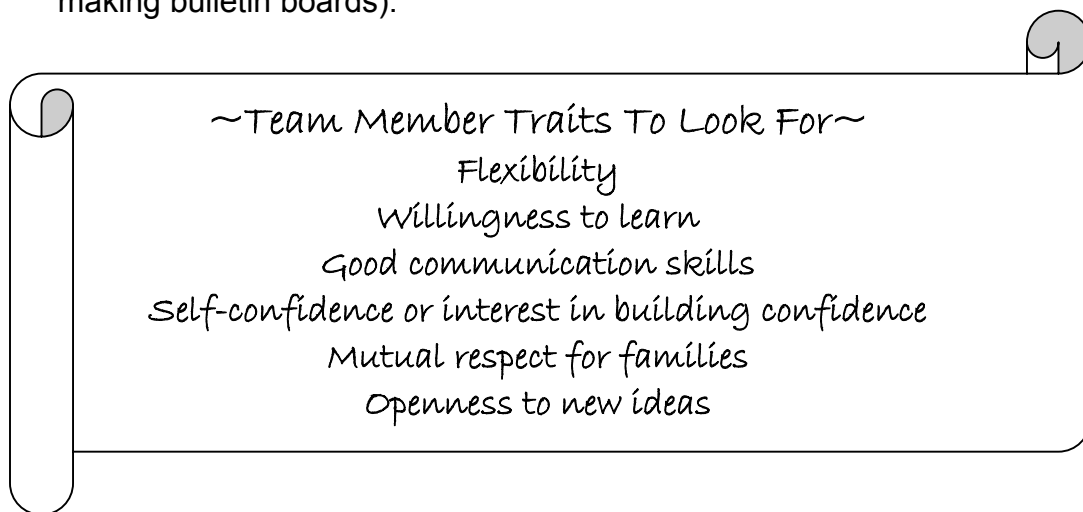
- ❖ Share information on CHOW with families in your program:
 - newsletters,
 - bulletin boards,
 - program activities,
 - one-on-one conversations.
- ❖ Present CHOW to Policy Council and Health Advisory Committee.
- ❖ Identify community partners for project.
- ❖ Recruit 6-8 parents or caregivers for CHOW team.
See Team Recruitment Tips, p13.
- ❖ Make arrangements for CHOW Team, including:
 - Meeting logistics (dates, room),
 - Travel (mileage costs for CHOW team is an allowable cost),
 - Childcare arrangement (childcare costs for CHOW team is allowable cost).
- ❖ Plan and prepare materials for initial team meetings.
- ❖ Introduce team members to the CHOW Parent Log as a tool to use in planning and thinking about the project.

A stylized illustration of a grey pencil with a pink eraser and a white notepad with wavy lines, set against a dark grey circular background. The notepad is partially open, showing several lines of wavy, scribbled text. The pencil is positioned diagonally across the notepad.

[illegible]

CHOW: Team Recruitment Tips

- Invite parents, caregivers, and staff interested in health and nutrition.
- Advertise the team as an opportunity for leadership and fun.
- Consider how the project might assist parents in meeting personal goals. For example: workplace readiness, skill development, leadership, building community connections.
- Develop a team with parents that are representative of families in your program. Consider all caregivers (moms, dads, grandparents, step-parents, foster parents, kinship care providers and others).
- Remember that everyone is at a different place on the behavior change stage, and that's okay! (See behavior change stages, page 4.)
- Ask parents and program staff to suggest families that might be interested in participating.
- If you have more than 6-8 parents interested in participating make sure they know that families will have other ways to contribute to the cookbook (giving recipes or physical activity ideas, submitting children's artwork, making bulletin boards).



The following pages offer a sample recruitment flyer in English and Spanish for you to use as you work on building your CHOW team.

The message in the sample flyer is specifically geared towards CHOW teams working on community cookbooks – but your CHOW project does not have to be based on a cookbook.



What is CHOW?

ECEAP families and staff that CHOW work side-by-side to make community cookbooks.



Teams decide how to share eating more colorful fruits and vegetables, and ways to find more fun physical activity. Teams invite other families to share recipes and ideas, too. Teams create cookbooks that work best for their community and complete their project by sharing the cookbooks with other ECEAP families and community members.



¿Qué es CHOW?

Las familias de ECEAP y el personal que “CHOW” trabajan juntos para hacer recetarios comunitarios.



Los equipos deciden como compartir el comer frutas y verduras más coloridas, cada día y formas de descubrir actividades físicas más divertidas. Los equipos invitan a otras familias para compartir recetas e ideas. Los equipos desarrollan recetarios que trabajan mejor para su comunidad y completan su proyecto compartiendo los recetarios con otras familias de ECEAP y miembros de la comunidad.



Stage 2: Teaming and Planning

During Stage 2, the CHOW team establishes guidelines for working together. They review health and nutrition materials to decide on additional key messages, and develop a plan for the project. The next several pages include sample teaming ideas, project strategies and resource material review ideas for you to look over. Use what works for your team.

Suggested Timeline: Fall/Early Winter 2006

Staff Activities

- ❖ Organize logistics for CHOW Team meetings.
- ❖ Create agenda and plan activities for initial CHOW team meeting.
- ❖ Work with team members to gather nutrition and physical activity materials for CHOW team to review.
- ❖ Encourage parents to access web-based materials, providing access if possible.
- ❖ Encourage parent leadership and decision-making during team meetings.

ROLE: Facilitator or “Guide by the Side”

Parent Activities

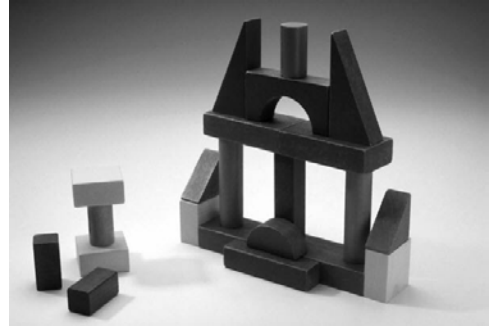
- ❖ Meet other parents/caregivers on CHOW team.
- ❖ Decide how to work together as team (team agreements, timelines, decision-making, roles).
- ❖ Review and research nutrition materials.
- ❖ Decide how to share the key messages with families.
- ❖ Decide what kind of CHOW project to design and make.
- ❖ Plan and assign tasks to build the project

A stylized illustration of a grey pencil with a pink eraser and a sharpened lead tip, resting diagonally across a white sheet of paper. The paper has some faint, grey scribbles on it. The entire scene is set against a dark grey, irregularly shaped background that resembles a shadow or a piece of fabric.

This image shows a full-page view of a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the top right corner, there is a small, stylized illustration of a grey pencil pointing downwards towards the lines. The overall appearance is that of a clean, unused notebook or worksheet.

CHOW: Team Builders

To start each meeting you may want to include a fun icebreaker. The goal is to help team members feel comfortable, start creative thinking, and explore the area of nutrition and health.



☐ **A. Fruit-i-ness**

Ask parents to select a fruit from a basket. Each person shares two characteristics they have in common with the fruit or vegetable selected. The CHOW staff can model this by taking the first turn. For example, “I am like an orange. You see one thing on the outside- - but there is something very different inside.”

☐ **B. That’s Me**

Ask participants to stand up and yell “that’s me” when they hear a statement that is true for them. For example, how many of you:

- Love to eat
- Do not like to wash dishes
- Feel energetic in the morning
- Have never seen a rutabaga before
- Do something nice for yourself at least once a week
- Get tired of eating the same meals

☐ **C. Group Juggling**

Team members toss soft bean bags to each other as a way to learn names or other fun info about folks. The activity can be expanded to include a variety of items being tossed to make it more challenging.

See instructions:

<http://www.wilderdom.com/games/descriptions/GroupJuggle.html>

☐ **D. Warp Speed**

Similar to Group Juggling, this activity gets a team to work together with a speedy twist to the juggling activity.

See instructions:

<http://www.wilderdom.com/games/descriptions/WarpSpeed.html>

☐ **E. Balloons Galore**

Prep: Ask each team member to blow up a medium-sized balloon. Using a permanent marker ask participants to write or draw something on the balloon that they do to keep their family healthy. Ask members to share what is written on their balloon. Suggest that parents are all doing many things to keep their families healthy. As a group they will be building on those strengths they have in their families and strengths of families in the program.



Play: Ask parents to remember all the strengths in families by keeping all the balloons up in the air. At the count of three all team members throw their balloons into the air. The goal is to work as a team to keep them all up in the air. After repeating the Balloon Toss several times ask:

- How were team members able to keep the balloons up in the air?
- How did you work together to be successful?

☐ **F. Other Ideas**

CHOW: Teamwork

Teamwork is critical to the CHOW project. As the staff mentor, you will want to spend some time assessing how to best support and nurture the team process.



☐ A. Brainstorm: What makes a strong team?

Ask the group to identify a team sport they enjoy playing or watching. Have them brainstorm 10 things that make that sport a favorite. Record the ideas on easel paper. When completed ask them if the list works when you ask the question, “What characteristics fit for a successful CHOW team?” Highlight the key traits they choose.

☐ B. Setting Ground Rules or Team Agreements

Ask the group how they want to work together. Suggest they develop ground rules or guidelines. Remind them that the goal is for a safe, positive environment for learning and working. Recognize that ground rules are influenced by individual and cultural factors. Use questions or prompts if necessary.

For example:

- How will we make sure everyone can participate?
 - *Listening*
 - *Respect each other*
 - *All opinions okay*
 - *No put-downs*
 - *Support and encourage team members*
- How do we make decisions?
 - *Majority rules or everyone has to be okay with it*
- How will we meet our goals?
 - *Everyone helps*
 - *Attend meetings*
 - *Complete tasks*
 - *Ask for help*
 - *Have fun*

After brainstorming, combine items to keep the list short and understandable.

Four or five simple ground rules work best. Ask participants if they agree with the list. Post the list for team members to refer to as they work together.

☐ **C. Team Spirit**

Offer an opportunity for the team to work together on a silly task. For example, ask participants to form the letters CHOW using their bodies. Reinforce the positive communication and teamwork demonstrated.

☐ **D. Teamwork Quotes**

Sometimes a visual reminder of what it takes to work together offers new insight and perspective. Consider posting quotes or pictures on the wall where the CHOW team meets and works, or offer time for reflection in the CHOW Parent Log, or share quotes. Include quotes or wisdom shared by families from different languages and cultural traditions.

Sample Quotes



There is no "I" in "TEAMWORK".



A successful team is a group of many hands but of one mind.



A job worth doing is worth doing together.



Teamwork: Simply stated, it is less me and more we.



None of us is as smart as all of us.



TEAM = Together Everyone Achieves More



It is amazing how much you can accomplish when it doesn't matter who gets the credit.



Teamwork is working together — even when apart.

CHOW: Messages That Matter

CHOW team members decide how to share the Key Messages, as well as other health messages they want to share. Encourage the CHOW team to choose messages they think will have a positive impact on families. Team members are the decision makers and creators of the project. Staff continue to mentor the CHOW team as they choose messages and how to share them.

There are a variety of ways teams can share these messages. The list below provides some activity choices. Your team may have other ideas. As a team, determine what kind of materials and message review process works best.



A. Gallery of Materials

The CHOW team reviews a variety of nutrition and physical activity messages in fliers, parent handouts, and other health and nutrition resources. The materials reviewed should be family-friendly materials. The CHOW staff assists in gathering materials. Parents can bring in things they have collected from sources such as WIC, parent education groups, magazines, etc.

Too much information can be overwhelming. Keep it simple, and allow team members to be the consumers.

Invite team members to look over nutrition handouts as a group. Ask them to:

- Identify the key message.
- Talk about how families might receive that message.
- Encourage families to critically analyze the messages for clarity, usefulness and tone.
- Ask team members to select a few materials they are interested in taking home to review before the next CHOW team meeting. (See Materials Review cards on p. 25).

Remember! CHOW requires primary messages about 5-A-Day and secondary messages about increasing moderate physical activity. Communicate these messages in a way that works for families in your community.

☐ **B. Pictures are Worth a Thousand Words**

Images share messages. Ask team members to look at images to determine what best supports families in building positive health practices. For example, does the common logo of a fruit and vegetable basket have meaning for families? Does it communicate the 5-A-Day message well? Team members who are non-readers can also participate in determining appropriate messages by exploring images and symbols.

☐ **C. Behavior Change**

An important part of the CHOW project is to encourage families to maintain or build on positive health practices. It also nudges families to think about new options, try new things, and judge the merits of the change for themselves.

Consider sharing the Behavior Change Model (see page 4) with your team by sharing a personal story that is comfortable. The behavior change model and process can encourage team creativity in developing strategies to support families in the different stages of behavior change.

☐ **D. Surveying**

Team members can send their favorite messages out to other families for input. Advertisers do this when they work on selling a new product. First, determine the potential audience. Then, try out the ideas on that audience. Finally, ask for feedback from the audience.

Option: In a short time frame, team members might talk to three other parents to get their feedback on messages.

☐ **E. Sticker Voting**

After the team has proposed nutrition and health messages to relay to families in their community, help them prioritize by dot voting.

Give each team member 3-5 stickers. Encourage them to select 2-3 key messages for this project, keeping in mind that they can communicate other messages in the future. Team members use their stickers to choose their top choices of messages.



☐ **F. Encouragement is Worth a Thousand Words**

Lead team members in discussing what helps them when they try something new. This activity can help keep the CHOW project strength-based. Ask for a volunteer. Sit down next to the volunteer and show her a plate of unfamiliar food. Encourage the volunteer to try the food, using a variety of approaches:

“You should eat this. The research says it’s good for you.”

“Taste this, or you can’t go to the movies this week.”

“Here, taste this!” (Hold spoon near her face.)

“It’s not as bad as you think.”

“Let me know what you think.”

“I was feeling adventurous today and was wondering if you were, too?”

“Let me know if you think this would taste better with bread or some carrots and celery.”

“It doesn’t look like you are feeling adventurous today. I bet you have found some other healthy snack that is yummy.”

Afterwards, ask team members to talk about the different approaches to encouraging the volunteer to try the food. What worked? What didn’t work? What felt respectful? What felt intimidating, or frightening?

☐ **G. What’s Our Jingle?**

Write the definition of jingle on an easel.



Jin-gle: a catchy tune or verse, usually one that is played repeatedly to advertise something.

As a group, think of (or sing) popular jingles on the radio or television.

Invite team members to create their own “jingle” for their project. One program decided that they wanted to catch the attention of families.

They used the caption “Broccoli for Breakfast!” along with funny drawings of broccoli trees next to healthy muffins on a beach. Parents had great fun putting together their cookbook project with humor!

☐ H. Searching the Electronic World

Offer computer time, assisting team members as they search for interesting materials available on line. Some websites to explore:

- Food Stamp Nutrition Connection
<http://www.nal.usda.gov/fnic/foodstamp/index.html>
- Eat Smart. Play Hard.
<http://www.fns.usda.gov/eatsmartplayhard/>
- WIC Works Resource System
<http://www.nal.usda.gov/wicworks/Topics/index.html>
- Team Nutrition
<http://www.fns.usda.gov/tn/team.html>
- Nutrition Education for New Americans
<http://monarch.gsu.edu/multiculturalhealth>
- American Heart Association
<http://americanheart.org/presenter.jhtml?identifier=1200000>
- Dole 5 A Day
http://dole5aday.com/Media/M_Home.jsp
- Action for Healthy Kids
<http://www.actionforhealthykids.org/>
- Fit and Active Kids
<http://fitness.gov>
- California Five a Day
<http://www.dhs.ca.gov/ps/cdic/cpns/ca5aday/default.htm>

? Physical Activity Five-A-Day

Additional Messages


- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

**M
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Who? What?

CHOW: Motivational Ideas

Keeping energy and interest high in the project is an important task of both staff and the CHOW team. Previous CHOW teams have shared a variety of suggestions about ways to do just that. Their ideas are listed below.

Motivational Idea	Description
<p>Instant Incentives (Each item must be \$4.00 or less and directly tied to the two key messages.)</p> 	<p>Teams can use incentive items to encourage each other and families in building healthy and active lifestyles. For example:</p> <ul style="list-style-type: none"> Families sharing ideas, recipes, artwork, pictures, healthy cooking tips, etc., receive an incentive item. Team members earn incentive items for tasks they complete working on the project. <p>See the 5-a-day catalogue for incentive item ideas at: http://www.shop5aday.com/acatalog/</p>
<p>Family Favorites</p>	<p>Families can alter favorite recipes in some way to make them healthier, or suggest fun and safe places for physical activity in their community. Each suggestion earns an incentive. A simple example might include:</p> <p><i>Mac-n-Cheese Delite</i> Include browned, seasoned ground turkey for low-fat meat. Add steamed broccoli. Offer lemon-water instead of soda. Take a 15-minute walk together after dinner.</p>
<p>Keep It Simple</p>	<p>Teams report that their ideas are sometimes bigger than the project budget, time, and person-power. Keep projects realistic and simple – this goes a long way towards maintaining energy and enthusiasm.</p>
<p>Links to FEAST</p>	<p>Try linking with FEAST family events to:</p> <ul style="list-style-type: none"> Help lead family activities such as scrapbooking. Ask families during FEAST for their input and help. Present the CHOW project to an end-of-year family FEAST event.
<p>Peer Education Throughout</p>	<p>Peer education doesn't have to happen at the end of the project. Some teams report offering peer education to other families and at community events throughout the project year. Sharing what they have learned and what they are doing to new audiences throughout helps keep inspiration alive.</p>
<p>Past and Present Teams</p>	<p>Invite past CHOW team members to return and help mentor the new CHOW team – don't let all their valuable experience go to waste!</p>

CHOW Project Planning Tool

Questions to Consider

1. What will be in our project?
(Recipes, nutrition ideas, physical activity options, artwork, photopgraphs?)
2. What additional key messages will we share beyond 5-a-day and physical activity?
3. How will we involve ECEAP families in the project?
4. In what ways do we want to share nutrition and physical activity information?
(Peer education efforts)
5. How do we envision sharing the final project with other families? (Community gatherings, classroom distribution?)



Tasks/Jobs	Who?	When?	Resources Needed	Done

Stage 3: Project Building

During Stage 3, the team builds the project. This involves gathering all the parts of the project (recipes, artwork, pictures, key messages), integrating nutrition messages, developing a plan for design and layout, and getting organized for the production. Staff supports the parent directed effort through encouragement, troubleshooting, and program support.

Suggested Timeline: Winter 2007-Spring 2007

Staff Activities

- ❖ Encourage parents as they work, help keep them focused on Action Plan.
- ❖ Facilitate meetings and frequent check-ins.
- ❖ Provide program support as needed (computer usage, copy machines, food for demonstrations).
- ❖ Monitor and guide budget for project. Assist with purchases (food demonstration items, motivational items).
- ❖ Finalize printing arrangements.

ROLE: Facilitator or “Guide by the Side”

Parent Activities

- ❖ Gather and organize recipes, artwork, pictures, quotes, physical activity ideas, and nutrition messages from families in the program.
- ❖ Provide fun nutrition information for families.
- ❖ Design and organize project, including layout and art.
- ❖ Develop plan for printing and distribution of cookbook.

Note: Plan time for any translations you will need!

A stylized illustration of a grey pencil with a pink eraser and a white notepad with scribbled lines, set against a dark grey circular background.

This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top right corner, there is a small, stylized illustration of a pencil lying diagonally across a few lines. The rest of the page is completely blank.

Stage 4: Community Sharing

The final activity is sharing the CHOW project in the broader community. CHOW teams use their leadership skills, knowledge about health and nutrition, and communication skills to promote positive health practices with the families they work with. The CHOW team decides whether to do group or individual “teach-backs”, taste-testing booths, “meet and greet” group events, classroom visits, or a combination of the above.

Primary distribution of the cookbooks should be to ECEAP families. Other families below 185% FPL (Head Start families, WorkFirst participants, and recipients of childcare or housing subsidies) can also be included in the distribution plan. See CHOW Requirements on page 9. Your budget and ability to reproduce the cookbooks also influences the distribution plan. Check with your program director and fiscal staff!

Suggested Timeline: Spring 2007

Staff Activities

- ❖ Assist in arranging for cookbook distribution.
- ❖ Work with team on “teachback” activities, presentations, or other peer education options.
- ❖ Gather and report data on outreach activities and team member activities. (See Reporting Requirements on page 34.)
- ❖ Provide input on future BFNEP parent empowerment activities.

ROLE: Facilitator or “Guide by the Side”

Parent Activities

- ❖ Plan strategies for sharing nutrition and health messages.
- ❖ Participate in sharing CHOW project with other families.
- ❖ Reflect on personal growth -- participate in feedback and evaluation process.

A stylized illustration of a grey pencil with a pink eraser and a white notepad with some scribbled lines. The notepad is tilted and the pencil is positioned diagonally across it. The entire illustration is set against a dark grey, irregularly shaped background.

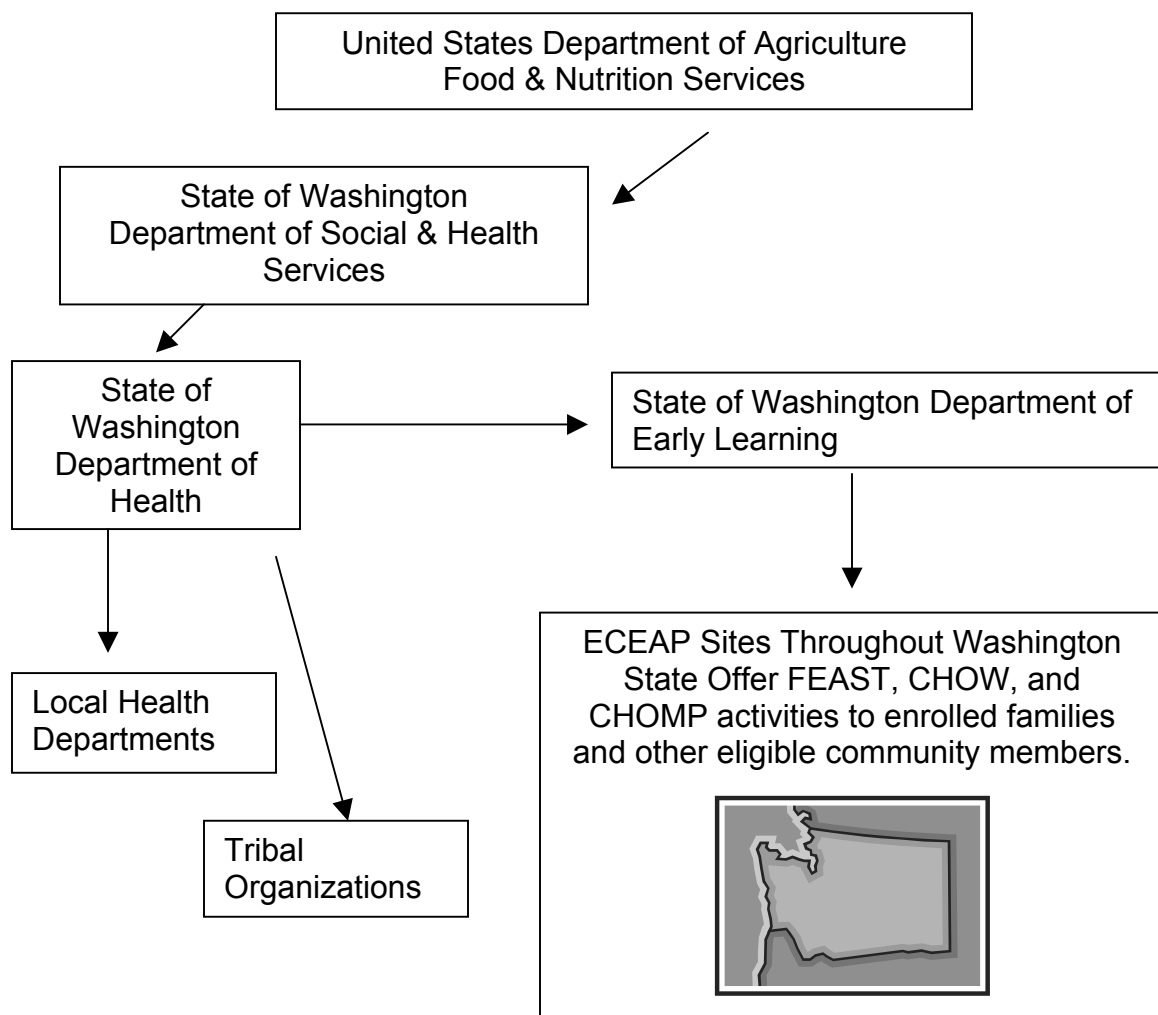
This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the top right corner, there is a small, stylized illustration of a grey pencil with a pink eraser, positioned as if it has just finished writing or is about to start writing on a small piece of white paper.

How Does CHOW End Up in ECEAP?

The project funding starts at the national level. Each state submits a plan that deals with nutrition, physical activity, and ways that the state can help improve and enhance healthy outcomes for its citizens.

Here in Washington State, we take great pride in the local planning and development of FEAST, CHOW, and CHOMP. Staff and families in ECEAP have been closely involved in the planning and design of the activities.

Where Does the Basic Food Nutrition Education Program Come From?



CHOW: Reporting Requirements

This section is specifically geared to ECEAP Contractors in Washington State that provide these activities under contract for reimbursement.

The Basic Food Nutrition Education Program is a federal program funded through USDA Food and Nutrition Services. Reimbursement is based on a 55% match of local non-federal funds, in order to leverage 45% reimbursement of the allowable costs.

Some Examples of Allowable Costs

- Staff time planning and preparing, outreach time, clean-up time. Remember to include staff that provide clerical assistance or janitorial services.
- Volunteer time directly related to the project.
- Child care costs for CHOW team parent/caregivers.
- Mileage directly related to staff and volunteer project activities.
- Costs for supplies and materials, such as printing, paper.
- Records and cost of any donated materials or space.
- Cost of utilities.
- Receipts for incentive items. Each item must be \$4.00 or less.
- Receipts for demonstration/exploration food products.

What Costs Are Not Allowable?

- Meals.
- Incentive items over \$4.00 per item.
- Volunteer time in non-profit settings.
- Recreation opportunities such as gym passes or field trips to roller skating rinks or swimming pools.



Remember! **Avoid the end-of-the-year reporting rush!**

Keep track of the following items:

CHOW Timesheet for Staff and Volunteers
CHOW Families Served Reporting Tool
Receipts for CHOW Project Reproduction Costs
Receipts for Demonstration/Exploration Foods
Receipts for Incentive Items

For more information on your project budget, and allowable costs or what costs to track, contact your program director or fiscal staff.

CHOW: Sample Activity Sign-In Sheets

ECEAP agencies contracting with Washington State's Department of Early Learning to provide CHOW must keep records on file of:

- CHOW team meeting attendance (dates, times, names).
- Estimated community attendance at peer education activities.
- Number of completed projects distributed to eligible persons.

Many programs have their own system for tracking attendance. Feel free to use that system if it will get you the required information. The USDA needs to know how many eligible people were served as direct participants on the CHOW team, or as indirect contacts through project distribution, and attendance at peer education events. The data you collect on is rolled up in the final reporting form (see page 37).

CHOW Team Meeting		
Date and Time of Meeting		
Team Members Attending Meeting	1. 2. 3. 4.	5. 6. 7. 8.
Staff Attending Meeting		

CHOW Peer Outreach Session	
Date and Time of Event	
Location of Event	
Estimated Event Attendance (counts toward indirect contacts)	
Number of CHOW Projects distributed to eligible persons (185% or below of FPG)	
CHOW Team Members working on the event	

FOR HOURS WORKED SPECIFICALLY ON BASIC FOOD NUTRITION EDUCATION PROGRAM (BFNEP)

FOR HOURS WORKED SPECIFICALLY ON BASIC FOOD NUTRITION EDUCATION PROGRAM (BFNEP)

Name		Parent or community volunteer? Check one:	
Title		I volunteer for a non-profit org.	
Signature		I volunteer for a public school	
Hourly Rate		I volunteer for a college	
Agency		I volunteer for city or county govt	

[illegible]

Minutes	Tenths
1-6	0.1
7-12	0.2
13-18	0.3
19-24	0.4
25-30	0.5
31-36	0.6
37-42	0.7
43-48	0.8
49-54	0.9
55-60	1.0 hour

Total Hours Worked for all Activities	
--	--

Total Cost	
<i>(Hours X Rate)</i>	

Note:

Staff Rate = Sal + Ben

Vol. Rate = \$10/hr

CHOW End-of-Year Reporting

ECEAP Contractor: _____

Site: _____

Contact Information: _____

Basic Food Eligible Clients Served 2006-2007

Complete this form by totaling how many eligible people your program served during the program year.

FEAST Family Events		FEAST Home Visits (a minimum of 30 minutes dedicated to nutrition education per visit)		CHOW Team Activities		CHOMP School-to-Home Kits	
Total Households Attending		Total Households Visited		Total CHOW Team Members		Total Number of Classrooms that received CHOMP Kits during the project year.	
Total Adults Attending		Total Adults Present		Total Number of Team Meetings			
Total Children Attending		Total Children Present		Total Number of Peer Outreach Sessions		Multiply number of classrooms by 100 for number of contacts.	
Total Indirect Contacts*				Total Indirect Contacts (include estimated attendance at peer outreach sessions)*			

* An indirect contact includes community presentations, news articles, radio announcements. For example, your classroom sent a parent letter out to 50 families that included information on FEAST, CHOW, or CHOMP. Your number of indirect contacts would be 50.

Submit completed form to:
Shannon Blood, State ECEAP Office
Department of Early Learning
Questions? Call: 360/725-2838

Some Final Thoughts

CHOW works best when offered to families as a partnership. Family health happens in many ways – no one way is the only right way. By offering families time to connect with each other and other families, nutrition and health messages offer are more likely to be heard.

Principles of Family Support

Adapted from Family Support America 1998

We all work together in relationships based on equality and respect.

Our work enhances families' capacity to support the growth and development of all family members.

We recognize each individual as a resource to their family members, to other families, to programs, and to communities.

Our work affirms and strengthens cultural, racial, and linguistic identities, and enhances our ability to function in a multicultural society.

Our work is embedded in the community and contributes to the community building process.

We advocate with families for services and systems that are fair, responsive, and accountable to those we serve.

We work with families to mobilize formal and informal resources to support family development.

Our work is flexible and continually responsive to emerging family and community issues.

We model principles of family support in all our work including planning, governance, and administration.



Basic Foods and Nutrition Education Program (BFNEP)

Nutrition:

- In 2000, only 25% of Washington State adults reported consuming 5 to 9 fruits and vegetables each day.
- From 1999 – 2001 Washington State ranked #2 in the nation for food insecurity and hunger.

Physical Activity:

- In 2000, only 27.0% of Washington adults were moderately active at the recommended level (30 minutes of moderate physical activity on 5 or more days a week) during their leisure time.
- Benefits of regular physical activity include reduced rates of heart disease, high blood pressure, colon cancer, type 2 diabetes, falls and fractures, and obesity.

Obesity

- The rate of obesity in the state continues to climb. Washington obesity rates have doubled in the last 10 years. In 1990, 9.4% of Washington adults were obese and in 2000, about 20% of adults were obese.

For more BFNEP contact:

Gail Brandt, Coordinator
(360) 236-3739

Gail.brandt@doh.wa.gov

BFNEP is a non-competitive nutrition education program sponsored by the Department of Health, Department of Social & Health Services, and the US Department of Agriculture Food & Nutrition Service.

The goal of BFNEP is to provide educational programs that increase, within a limited budget, the likelihood that Basic Food Program and Food Distribution Program* recipients will make healthy food choices and choose active lifestyles consistent with the Dietary Guidelines for Americans and the Food Guide Pyramid. BFNEP encourages collaboration and coordination with all Food and Nutrition Service programs such as WIC, Head Start, Child Nutrition Programs, and Senior Farmers' Market as well as community groups, including faith-based organizations, and existing service coalitions.

BFNEP is intended to help Basic Food Program households:

- Adopt healthy eating habits that are consistent with the Dietary Guidelines for Americans and the Food Guide Pyramid.
- Incorporate regular moderate activity into an active lifestyle.
- As part of nutrition education activities, insure that families have enough to eat without resorting to emergency food assistance and making sure eligible people are aware of the program benefits and know how to apply.
- Improve participants' ability to safely handle, prepare and store food.
- Enhance practices related to thrifty shopping and preparation of nutritious foods.

The USDA Food and Nutrition Services funds BFNEP. In Washington State, the Department of Health sponsors BFNEP and contracts with governmental agencies. Currently the Department of Health has contracts with 12 Local Health Jurisdictions, 11 Indian Tribal Organizations and one state agency with 21 local participating sites.

Sponsoring agencies must demonstrate that BFNEP funded activities are targeted to eligible participants for the Basic Food Program and that at least 50% of the population targeted has a gross household income at or below 185% of poverty.

Mission Statement: To promote nutrition, physical activity and optimal care to prevent or treat obesity, diabetes and cardiovascular disease in Washington State.

For More Information About CHOW, Contact:

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Department of Early Learning

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360/725-2841

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Photo Courtesy of Joyce Kilmer
London 2006